



# Behaviour Policy

Updated: November 2020  
Review due: November 2021

This policy must be read in conjunction with:

- Anti-bullying policy
- Safeguarding policy
- Equality objectives
- SEND policy
- PSHE policy

Somerford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Good behaviour is actively sought by each member of the school and everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage the others to do the same. Our Behaviour Policy echoes our values and ethos with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. We know that where there are clear and ambitious behaviour expectations, it creates an environment where children's achievement and outcomes can be maximised. Disruption to learning is not acceptable and should always be challenged. We have the same high expectations for all children and support children to meet them. We recognise that some children may need more support than others.

## **Aims of the policy**

- To create a culture of exceptionally good behaviour for learning and for life
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To refuse to give children attention and importance for poor conduct
- To help children take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To have consistent expectations and guidance about routines and procedures

## Consistency

In implementing this policy, Somerford Primary School acknowledges the need for consistency

- Consistent language and responses
- Consistent follow up – zero tolerance on ignoring behaviours
- Consistent positive reinforcement
- Consistent consequences
- Consistent expectations
- Consistent respect from the adults, even in the face of disrespectful children
- Consistent models of emotional control from the adults
- Consistently reinforced routines for behaviour in classrooms and around the school

## Visible consistencies around the school

Before School	No ball games in the playground Children walk straight to playgrounds on arrival to the premises Children come in quietly from 8.40am Staff are ready, prepared in the classroom to welcome children to the room
Welcoming children	SLT and Pastoral Leader will be outside welcoming children to the school day. Teachers and TAs will be at the classroom door and in corridors to welcome children
End of Playtimes and Lunchtimes	Teachers will be in the classroom and corridors (KS2) or playground (KS1) ready and prepared to welcome children to the lesson
Assembly	Children and staff will come in to assembly and leave assembly in silence. It is all staff's responsibility to ensure this. Children and staff should remain silent during assembly as appropriate
In the corridors	Children and staff will walk on the left of the corridor quietly
On the playground	Children will be ready, respectful and safe at all times Staff will model the behaviours expected and will engage with children
Dining room	Children will enter the hall walking quietly. They will follow instructions from lunch staff, eat respectfully and quietly and keep the hall tidy.

## **School Rules**

We have three simple rules at Somerford Primary School

- We are **ready**
- We are **respectful**
- We are **safe**

***'The culture is set by the way the adults behave'***

### **All staff will:**

- Refer to Ready, Respectful, Safe
- Welcome children to their classrooms at the threshold
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children including active learning and creativity.
- Use a visible recognition mechanism throughout every lesson (class reward jar, recognition board)
- Be calm and use 'take up time' when dealing with poor conduct
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past children who are behaving badly – always ensuring children are safe
- Actively teach children how to behave well through PSHE lessons, assemblies, mindfulness and modelling. Children will be supported to behave well through empathy, understanding, patience, calm down strategies, safe places and strong relationships.
- Ensure children's basic needs are met e.g. food, sleep and will report any concerns via school policies and procedures.

### **Phase Leaders will:**

- Meet and greet children in the school
- Be a visible presence to encourage appropriate conduct
- Support staff in returning children to learning by supporting staff in restorative conversations
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive notes and positive phone calls

### **Senior Leaders will:**

- Meet and greet children at the start of the day
- Be a visible presence across the school and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice

- Support staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies

**Behaviours we will NOT see from staff:**

- Aggression
- Shouting
- Negativity
- Humiliation
- Ignoring or walking past poor conduct – we only walk past the standard we expect
- Deviating from school systems and policies
- Labelling any child as 'naughty' or referring to them in a derogatory fashion
- Responding to children emotionally so that they are unable to have certainty in the adults' behaviour
- Escalating through the systems quickly so children do not have the chance to reengage
- Banter or sarcasm with children – humour will be used
- Engaging in an argument with children
- Engaging in discussions about poor behaviour or justifying decisions
- Making behaviour personal or singling out children
- Issuing collective sanctions to the class
- Expecting a child to behave in a certain way without it being modelled to them
- Dressing or speaking in an unprofessional manner
- Being unprepared for a lesson
- Trying to do everything yourself and not asking for help
- Discussing a child's poor behaviour with another member of staff in front of the child

**Pupils will:**

- Be ready
  - Be at school every day on time
  - Be wearing correct uniform
  - Have equipment needed such as coat, PE kit, snack, pencil case
  - Listen to the adult talking
  - Give 100% effort all of the time
  - Ask for help if needed
  - Let everyone learn
- Be respectful
  - Use kind words
  - Listen to adults and follow their instructions at all times
  - Always use appropriate language in and around school
  - Be respectful to all adults, whatever their role

- Listen to everyone's views and respect them, even if you don't agree with them
- Respect property and the school environment
- Let everyone learn
  
- Be safe
  - Stay in the classroom during lessons
  - Listen to and follow instructions from adults
  - Use the stairs appropriately
  - Walk on the left in the corridors
  - Use kind hands and feet in the playground
  - Ask for help if you have a problem
  - Let everyone learn

### **Parents / Carers will:**

- Support this policy
- Adhere to the Home/School Agreement in the pupil planners and help children to be ready, respectful and safe
- Inform the school of anything that may impact on their child's ability to be ready, respectful and safe
- Encourage independence and self-discipline and to show an interest in all that their child does
- Foster good relationships with the school
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations
- Attend meetings to discuss their child's behaviour if necessary and support any agreed plans
- Be interested in learning more about effective behaviour management
- Model good behaviours on the school site and behave respectfully towards staff and children including in assemblies.
- Look after school property at home
- Greet their child with a smile, not a mobile at the end of the day

### **Recognition and rewards**

#### ***'It is not what you give, but the way that you give it that counts'***

At Somerford Primary School we aim to give first attention to best behaviours. We recognise and reward children who go 'above and beyond' our standards. Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Rewards at Somerford Primary School include:

- Praise – specific and personal
- Star points
- House points

- Recognition board
- Class reward jars
- Raffle tickets
- Green Leaf
- Celebration certificates
- Maths magician certificates
- Reading trophy
- Reading prize box
- Lunchtime certificates
- Hot chocolate Friday
- Head teacher and Deputy Head teacher stickers
- Postcards home
- Phone calls home
- Attendance race rewards
- Marvellous Me badges
- Bedtime reading book bag

## Managing poor behaviour

Engaging with learning is always the primary aim. For the majority of children a gentle reminder or a nudge in the right direction is all that is needed. Although there are times when it is necessary, every minute a child is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs in to account where necessary. Staff should always and consistently in every lesson **be praising the behaviour they want to see**. All children must be given 'take up time'. Staff will always remain calm, emotionally regulated and respectful when dealing with poor behaviours.

### Step 1

Gentle encouragement, a nudge in the right direction, small acts of kindness.

These may include:

- Praising children who are engaged with their learning
- Checking for understanding and where required, repeating instructions and explanations so children have clarity of expectations
- Use of eye contact, gestures, or other non-verbal communication to re direct a child or refresh their engagement
- A discreet 'drive by' a child in order to have a quick refresh or refocus of engagement
- Giving a clear double take within the lesson to indicate to a child that their conduct has been identified
- A pronounced pause within instruction to redirect attention
- Circulation round the room and using proximity to a child to redirect or refresh engagement
- Ensuring clear instructions
- Giving children take up time or thinking time so they can respond in a reflective manner
- Using a child's name to refocus them on learning

## **Step 2**

Reminder – A reminder of the expectations of Ready, Respectful, Safe. This is delivered privately wherever possible. The adult makes the child aware of their behaviour and the child has the choice to do the right thing.

A scripted response is used:

*'(Name), you are not being ready/respectful/safe. You now need to (specific action eg listen to me). Thank you.'*

The child is given take up time and the staff member will walk away. Any comments made by the child will be ignored until the restorative conversation where they will be addressed. The staff member will resist endless discussions around behaviour and will spend their energy teaching. If appropriate, 'Stay behind for 2 minutes after class' can be added to this step. This is not open to negotiation and cannot be removed, earned back or reduced.

## **Step 3**

Consequences – Somerford Primary School has a clear tiered approach to consequences. These are listed on the consequence triangle. We believe these are different to 'punishments' as they are designed to help a child change their behaviour. They are not delivered in anger, but calmly and with emotional regulation.

## **Step 4**

Restorative conversations – this conversation should happen before the next lesson. This can be supported by a colleague, Phase Leader or member of SLT. Staff will use a scripted conversation if this supports them:

*'(Name), you weren't showing me you were ready/respectful/safe because you were (name specific behaviours).*

*-what were you thinking at the time?*

*-what have you thought since?*

*-how did this make people feel?*

*-who has been affected?*

*-how have they been affected?*

*-what should we do to put things right?*

*-how can we do things differently in the future?*

*I know you can show appropriate behaviour in the next lesson as (name previous good behaviour noticed). Thank you.*

## **Interventions**

If a child is repeatedly receiving consequences, then a meeting will be held with the class teacher, child and parent. The purpose of this meeting is to reinforce the expectations of behaviour and identify ways to support more positive behaviour. A 'How we can help you' sheet will be completed by the teacher and child to ensure the child takes responsibility for their own behaviour.

The child's behaviour will be monitored by the class teacher for 2 weeks. We expect behaviour to improve. If it does not improve, the Phase Leader will then meet with the child and parent and will monitor behaviour for a further two weeks. If there is no

improvement, the process moves to the Deputy Headteacher and then the Headteacher.

## **Pupils with Special Educational Needs and Disabilities**

Where children have SEND there may be situations where the consequences and rewards may need to be modified accordingly to suit the child's needs. This will be done in consultation with the SENCo and class teacher. The SENCo may need to liaise with external agencies as necessary.

## **Exclusion**

The Headteacher has the responsibility for issuing fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may also consider permanently excluding a child. This will also be considered if allowing the child to remain in school would seriously harm the education or welfare of other children or adults. The Headteacher will be guided by DfE and LA advice in exclusions. The Chair of Governors will be informed if either of these sanctions are used.

We believe positive behaviour is a joint responsibility between school and parents. If a child is at risk of receiving a fixed term exclusion, their parents may be asked to come to school to support their child in making the right choices. Whilst the school recognises that this may be inconvenient for the parents, it is only by working together in partnership that a child's behaviour will improve. If a parent refuses to come to school to support their child, and the child continues to breach the behaviour policy or seriously harm the education or welfare of others, exclusions will be used. The action the school took to prevent the exclusion and the outcomes will be detailed on the school's recording systems.

When a significant incident occurs, staff complete an Incident Form and hand to the Headteacher within 24 hours. This form details the events, people involved and what action was taken. It also asks the staff member to reflect on what could be done differently in future or what support can be put in place to prevent a reoccurrence of behaviour. The Headteacher reviews each incident form and then the information is recorded on the school's information management system (SIMS).

## **Use of reasonable force**

Reasonable – The following guidance has been issued by the DfE “The decision on whether to physically intervene is down to the professional judgement the teacher concerned. Whether the force used is reasonable will always depend on particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force. ‘Reasonable in the circumstances’ means using no more force than is needed”. DfE May 2012



Restraint and Control "As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury". DfE May 2012

The Governing Body will support staff if they have used reasonable force in a situation that necessitated it.

The school has a number of procedures which must be followed if physical intervention is deemed to be necessary by a member of staff.

- 1) A red triangle must be sent to the office as soon as is reasonably practical so that senior staff can help to manage whatever situation has arisen.
- 2) The Headteacher must be notified as soon as possible and always on the same day.
- 3) An Incident Form must be completed and passed to the Headteacher within 24 hours before being filed on the pupil record. These forms are available from the Headteacher's PA.

### **Discipline in schools – Teachers' powers (DfE)**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspection Act 2006)
- The power also applies to all paid staff (unless the HT says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of Education and Inspections act 2006)
- Teachers have a specific legal power to impose detentions outside of school hours
- Teachers can confiscate pupils' property when reasonable to do so
- Teachers can search a pupil with their consent for any item banned by the school. The Headteacher has the power to search pupils or possessions, without consent, where they suspect the pupils to have knives, weapons, alcohol, illegal drugs or stolen items.

### **Allegations against a member of staff**

If an allegation is made against a member of staff, the Managing Allegations Policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the LA.

This policy will be reviewed annually by the whole school community.

Signed \_\_\_\_\_ on behalf of Somerford Primary School

Signed \_\_\_\_\_ Parent

Signed \_\_\_\_\_